



HESI 470 Course Syllabus

Introduction to Student Personnel

HESI 470
Spring 2020

COURSE OVERVIEW

Introduction to Student Personnel, also known as the RA course, is an academic course offered by the Department of Counseling, Higher Education & Special Education (CHSE) of the College of Education, in collaboration with the Department of Resident Life. The primary purposes are to orient you to the RA roles, to present new perspectives on the residence hall environment and to provide you with some techniques, skills, and knowledge necessary to your successful performance as a Resident Assistant. The RA position is demanding, it requires both a wide variety of knowledge and skills and the exercise of sound judgment in applying them.

Given the breadth of what you need to know, no single course can cover all the topics in sufficient depth and detail. This course is designed to provide you with a foundation upon which other training programs will build.

Many of the experiences you will have as an RA will involve application of knowledge and skills to situations. This is called process-oriented leadership. This differs from the more familiar task-oriented leadership in which there is always a finished product. Therefore, many of the topics we will discuss will be process oriented.

COURSE OBJECTIVES

After successfully completing this course you will be able to:

- Define the specific roles of the Resident Assistant position
- Recognize how student development influences community development
- Interpret the values of your individual leadership philosophy
- Examine the influence of social identity in community
- Analyze the balance of individual rights & responsibility to community
- Link skills needed to the roles of the Resident Assistant position

REQUIRED RESOURCES

- **Course site:** elms.umd.edu
- **Course Packet Readings** – all readings will be posted on ELMS
- **TurningPoint®** – app and free account using your UMD email

THE RESIDENT ASSISTANT POSITION

Position Requirements

The Department of Resident Life requires that all candidates enrolled in HESI 470 must have a 2.6 cumulative GPA. In order to obtain an RA position, a cumulative GPA of 2.6 is required and maintenance of at least a 2.5 cumulative GPA while in the Resident Assistant position is expected.

Aaron Hood
awhood@umd.edu
(301)405-7916

Lecture Meets
010X- Monday
4 to 5:15 PM
020X- Monday
5:30 to 6:45 PM

Susquehanna 1120

Discussion Sections
0101 & 0201 – OAK 0315
Tuesday 3:30 to 5 PM

0102 & 0202 – CCC 1115
Tuesday 4 to 5:30 PM

0103 & 0203 – ANNA 1108
Tuesday 4 to 5:30 PM

0104 & 0204 – SCC 7
Tuesday 4:30 to 6 PM

0105 & 0205 – OAK 0315
Wednesday 3:30 to 5 PM

0106 & 0206 – CCC 1200
Wednesday 4 to 5:30 PM

0107 & 0207 – ANNA 1108
Wednesday 4:30 to 6 PM

0108 & 0208 – OAK 0315
Thursday 3:30 to 5 PM

0109 & 0209 – CCC 1115
Thursday 4 to 5:30 PM

Office Hours
By appointment

Instructor Recommendation

Instructors have the option to recommend that a student in the course NOT obtain a position. This recommendation is subjective and has no bearing on the letter grade a candidate will receive in the class. The recommendation is based on lack of commitment to the class and/or position, inability to positively interact with instructor(s) and class members, and/or overall poor performance in the class. If an instructor has a significant concern with a candidate's performance, a discussion between the candidate and instructor(s) will take place prior to notification of the RA Course Coordinator and the Assistant Director of Resident Life for Student and Staff Development.

Criteria for Appointment as an RA

As noted in the Attendance section, students having more than one unexcused absence may not be eligible for an appointment to the RA position. In addition, class members must achieve a grade of "C" or higher and not receive a negative recommendation from their instructor(s) in order to be eligible to receive an RA position.

DISCUSSION SECTION INSTRUCTORS AND TEACHING ASSISTANTS

Section	Location & Date/Time	Name	Email	Name	Email
0101 & 0201	OAK 0315 Tues – 3:30 PM	Aaron Hood	awhood@umd.edu		
0102 & 0202	CCC 1115 Tues – 4:00 PM	Daniel Ostick	dostick@umd.edu		
0103 & 0203	ANNA 1108 Tues – 4:00 PM	Tynesha McCullers	tmcculle@umd.edu		
0104 & 0204	SCC 7 Seminar Tues – 4:30 PM	Chelsea Bradford	cbrad2@umd.edu	Nicholas Schmitz	nschmitz@umd.edu
0105 & 0205	OAK 0315 Wed – 3:30 PM	Donna Metz	dmetz@umd.edu	Brian Bock	bbock@umd.edu
0106 & 0206	CCC 1200 Wed – 4:00 PM	Maddie Reich	mreich11@umd.edu	Karsten Dankyi	kdankyi@umd.edu
0107 & 0207	ANNA 1108 Wed – 4:30 PM	Laura McCulley	lauramc2@umd.edu	Andrew String	apstring@umd.edu
0108 & 0208	OAK 0315 Th – 3:30 PM	Aspen Shackelford	aspen@umd.edu	Candace Hopkins	chopkin1@umd.edu
0109 & 0209	CCC 1115 Th – 4:00 PM	Laura Tan	lauratan@umd.edu	Erin Schlegel	eschlege@umd.edu

COURSE POLICIES

Classroom Expectations

This class serves as both an academic course and as training for the RA position. It presents some unique expectations for each student. Mastery of course content is important to your performance as an RA. Just as important, however, is your involvement in the class as a fully contributing member.

Here are some specific expectations for student behavior in the RA Class. You will be expected to respect these guidelines in all of your lectures/discussions. Individual instructors may have additional requirements or conditions within their individual discussion and/or lecture sections. The ultimate goal of these classroom expectations is to help promote an environment in the classroom that is conducive to learning and maximizes the learning potential of all students.

Academic Integrity

In all class work, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures.

Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism and facilitating academic dishonesty will be reported to the Student Honor Council. Depending on the circumstances, this could have a direct effect on your status as an RA and your academic standing with the University.

If you need assistance with citing references, please ask your instructors and consult the following resources:

- Purdue OWL: owl.english.purdue.edu
- Zotero: Free reference management tool
- [Add citations in Word](#)
- [Add citations in Google Docs](#)

The University of Maryland's Code of Academic Integrity is administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards in this course. It is very important that you are aware of the consequences of cheating, fabrication, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

Atmosphere

Class members are encouraged to demonstrate an open attitude when presented by views of fellow students. Class members are expected to act in a supportive manner with respect to fellow classmates' participation in class activities and discussion and are expected to be open to learning about different cultural perspectives, values, positions, and lifestyles. This openness to diversity is considered imperative for work in a university residence hall environment.

Students should demonstrate respect for the lecturer/instructor(s) and for fellow students during the lecture/discussion periods. Students will be expected to refrain from potentially distracting behavior such as eating during class, holding side conversations, and/or using their laptops for anything other than taking notes. If a student needs to use a laptop in order to take notes during lecture, the student should inform the Lecture Coordinator. Students are asked to turn cell phones off during all lectures/discussions. It is the prerogative of each lecturer/instructor to set the tone for his or her lecture/discussion, and lecturers/instructors may set different standards, if they so choose.

Forms of Address: Names and Pronouns

Our institution's official policy states that "The University of Maryland recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the University to establish mechanisms to acknowledge and support individuals' self-identification." One way we can support self-identification is by honoring the name and pronouns that each of us go by.

Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this class, we seek to refer to people by the names that they go by.

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Visit trans.umd.edu to learn more.

Laptops & Technology

When class is in session, students may use their laptop or mobile device only as directed by their instructor(s). Students shall avoid any activities that diminish their – or their classmates' – engagement with the instructional activity. In general, students should keep in mind that the use of laptops should add to the classroom environment, not detract from it. If students are unsure whether a given activity is appropriate, they are encouraged to ask their instructor(s). In the spirit of creating a learning environment, students will also be held responsible for any inappropriate laptop usage during lectures/discussion.

We expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

Technology plays an important role in our lives and it will play an important role in our class. However, we need to recognize when it's appropriate to use these tools in our class. Our mobile devices help us connect with communities, but, while we are in class, the community with whom we should be present is in front of us.

Students with Disabilities

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. UMD is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Accessibility and Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact them at 301.314.7682, or dissup@umd.edu. More information is available from the Counseling Center.

After receiving an Accommodations Letter from ADS, as a student you are expected to meet with your instructors in person to provide them with a copy of the Accommodations Letter and to obtain their signature on the Acknowledgement of Student Request form. You will discuss, with your instructors, a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding the implementation of the ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented and added to the Acknowledgment of Student Request form and signed by the instructor. You as the student are responsible for submitting the signed original form to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records.

Confidentiality

Some issues in class discussions could be sensitive and should remain confidential. Class members are expected to remain mindful of this issue with respect to their peers' contributions during class. Sharing what you learned about what someone said is different than sharing exactly who said what.

Limits to Confidentiality in the Classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President's Designee, the University's Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors, and mental health professionals are not required to report child abuse neglect to the President's Designee but are required by law to make reports to Child Protective Services.

Attendance

Attendance at all lectures and discussion sections is expected. **Students having more than one unexcused absence from the lecture or discussion sections may no longer be eligible for placement as an RA.**

Students should only answer lecture quiz questions for themselves – do not answer them for other students.

An unexcused absence from a portion of a lecture or discussion section is considered to be an unexcused absence from an entire class period. Once you have signed in for class, you are to remain for the entire period - unless given prior approval. If a student is designated as no longer eligible for an RA position due to unexcused absences, they may appeal in writing to the RA Class Coordinator (Aaron Hood). The final decision on this appeal will be made by the RA Class Coordinator with input from the instructor(s) and the Assistant Director of Resident Life for Student and Staff Development.

Because we are a diverse community and enroll students with many spiritual beliefs, we will honor requests for excused absences and assignment adjustment requests due to reasons of religious observances.

Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance.

If circumstances arise that a student cannot attend lecture/discussion, the student should notify their instructor(s) in advance. If a student misses a lecture/discussion, it is the student's responsibility to obtain materials and notes covered in class that day and they should not expect instructor(s) to review the material with them individually. Students should make contact with their instructor and/or the Lecture Coordinator (in the case of Lecture) to inform them of any mitigating circumstances surrounding their absence.

Students are expected to arrive for lecture/discussion on time so that the instructors can start and end the class according to schedule. It is the instructor's prerogative to establish guidelines and protocol for those arriving more than five minutes late. Tardiness may impact a student's participation grade.

Expectations of Instructors

Students can expect that their instructors will arrive on time and be prepared for class, respond in a timely fashion to students' work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available outside the class period to discuss student concerns, assist in managing a student's transition, and/or address a student's performance in class.

Students should note that all class instructors are either graduate or full-time practitioners in the field of Student Affairs and work with students living in the residence halls. Teaching Assistants are current Resident Assistants who serve as mentors and provide insight to students in HESI 470. These individuals bring extensive experience into the classroom setting and help to shape students' transition into the RA position.

University Course-Related Policies

The University of Maryland's Office of Undergraduate Studies has created a policies page related to undergraduate courses. It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

COURSE CONTENT & ASSIGNMENTS

Group Work

All assignments should be completed through individual efforts. **This course will be focused on your own knowledge and skill development and group work is not permitted.**

Assignments

There are two large assignments due during the course of the semester which are briefly described below and further detailed in documents located on our ELMS site.

Assignment 1 – RA Areas of Responsibility

Meet with a current RA to discuss their experiences in the position and observe a duty round. A more detailed description of this assignment and its requirements can be found on the ELMS page for our course. There are alternative expectations for students who are currently serving in the RA position.

Assignment 2 – The Individual and the Community

Either participate in a 4-week Common Ground discussion program and reflect on your experience or explore the experiences of an identity group that is different from your own. A more detailed description of this assignment and its requirements can be found on the ELMS page for our course.

Assignment Grading

Content:

Grading the content is a reflection of the degree to which you respond to all the items or questions in the assignment document and the degree to which you demonstrate an understanding of the material and concepts covered in the course by connecting it to your experiences in the assignment. In other words, think of this as the 'Who, what, when, why and how' of the paper.

The assignments in this class will most likely be different from assignments you have completed for other classes at the University of Maryland. While describing what you observed is important for setting the context in your assignment, it is only the context. It does not necessarily illuminate what you have learned or why that is important to you. This level of reflection is expected.

Introspection, Elaboration and Synthesis:

Our assignments are based on reflective learning. These are the aspects of reflection that your instructors will be looking for when grading:

- Insightful, thoughtful, innovative, and self-aware application of course concepts to individual experiences
- Detail, depth, and development in written work
- Reason and rationale for conclusions, the extent of critical thinking, and the development of examples and analogies
- "Bringing it all together" and incorporating course material in the creation of new insights, unique products, and/or creative solutions.

Think of this as the 'So What' and 'Now What' section of the assignment. Make meaning of the experience, talk about how it has impacted you, and how it translates to what you'll be doing as a Resident Assistant. This is among the most important elements of the paper because it gives you an opportunity to examine how the RA role will affect you.

Form:

Form is the care and clarity with which a student completes papers. Written assignments should be high quality. Grammar, syntax, punctuation, and structure of assignments should support and enhance the concepts that the student intends to convey.

Journals

Journals will be graded with two areas in mind: Form and Content. Journal entries submitted on-time will start with a grade of 5 points. The Discussion Leaders may deduct points from the journal entry if spelling and/or grammar mistakes exist, the overall flow, format, and structure are flawed, the entry does not answer the prompt and/or question, the entry does not meet the word count requirement of at least 400 words, or additional criteria covered in the description of Journal Assignments is not reflected in the journal. Journal entries receiving a score between 0 and 2 must be re-written and will be due the week after the grade is received. Resubmitted journal entries may receive a maximum grade of 3.5 points.

Late Assignments

Assignments which are submitted after due dates/times (except in cases of a personal emergency or personal illness) will be penalized one letter grade immediately and one letter grade per calendar day past the due date. All assignments must be submitted via ELMS and are due at the start of the discussion section.

Learning Checks

Learning Checks will be administered through ELMS quizzes and are designed to reinforce the content from the lecture and discussion in order to encourage learning and retention.

If you miss class due to an excused absence, you will still need to take the learning check quiz.

Participation

Class members are expected to participate actively in class sessions and come to class having completed all the readings. Class members will benefit most when the class atmosphere is one characterized by active and honest discussion. Skill development in those areas described in the class objectives is maximized by frequent and active participation in role-plays and group exercises.

Grading

The following table outlines the point totals and associated grade levels for the course. Please note that there will be no rounding up of grades.

Item	Point Value	YOUR points	Who is grading?
Assignment One	25 points		Discussion Section Leaders
Assignment Two	25 points		Discussion Section Leaders
Journals	30 points (5 pts each)		Discussion Section Leaders
Participation	10 points		Discussion Section Leaders
Learning Checks	10 points		Lecture Instructor
Total	100 points		

Grade Breakdown

97 – 100% = A+	87 – 89.99 = B+	77 – 79.99% = C+	67 – 69.99% = D+
94 – 96.99% = A	84 – 86.99% = B	74 – 76.99% = C	64 – 66.99% = D
90 – 93.99% = A-	80 – 83.99% = B-	70 – 73.99% = C-	60 – 63.99% = D-
			59.99% and below = F

Questions or Concerns about your grade?

As instructors we aim to grade with transparency. There will be comments in each assignment that explain the grade that you have received. We are open to having a more in-depth discussion about how your grade has been decided in order to answer any questions or concerns. Please reach out to your discussion section leaders to discuss any questions you have about your grades.

GET SOME HELP!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.

You have already paid for these services, and **everyone needs help**... all you have to do is ask for it.

COURSE SCHEDULE

Class (week of)	Topic	Readings/Assignments
1 (1/27)	Basics of the RA Position <i>Topics:</i> Course Expectations, Purpose of Course, Intro to Relational Leadership Model, Placement Information <i>Guests:</i> Genevieve Conway, Assistant Director for South Campus and Donna Metz, Assistant Director for North Campus	Readings: Course Packet – Introduction to Community Development
2 (2/3)	How RAs Make a Difference <i>Topics:</i> Relational Leadership, Overview of Department, Position Description/ Areas of Responsibility, Core Documents <i>Guest:</i> Valronica Scales, Director of Resident Life	Readings: Lessons Learned – Reflecting on the importance of the work we do Assignments: Journal 1 due
3 (2/10)	Integrity & the RA Role <i>Topics:</i> Values & Ethics & Morals, Ethical principles, Secondary Relationships <i>Guest:</i> Chelsea Bradford, Resident Director, Dorchester, Anne Arundel, Somerset, and St. Mary's Halls	Readings: Course Packet – Secondary Relationships Assignments:
4 (2/17)	Multicultural Identity & Community <i>Topics:</i> Living with others who are different data, Common Ground overview <i>Guest:</i>	Readings: Course Packet – Multicultural Identity & Community Assignments: Journal 2 due
5 (2/24)	Leadership in the RA Role <i>Topics:</i> Relational Leadership Model, Emotional Intelligence	Readings: Assignments: Assignment 1 due Complete Emotional Intelligence assessment prior to Lecture
6 (3/2)	How Students Learn and Grow <i>Topics:</i> Student Development Theories <i>Guest:</i> Stephanie Olson, Assistant Coordinator of Student & Community Development Programs	Assignments: Journal 3 due Readings: Challenge & Support and Marginality & Mattering Reminders: Common Ground Dialogue form Assignment 2: Identity Exploration proposal due in discussion.
7 (3/9)	Your Multicultural Identity <i>Topics:</i> Cycle of Socialization, Managing Individuality & Groupness, Inclusive Language Campaign	Readings: The Complexity of Identity & the Cycle of Socialization
3/16	SPRING BREAK	

Class (week of)	Topic	Readings/Assignments
8 (3/23)	Community Development <i>Topics:</i> Community Development Strategy and Norming <i>Guest Lecturers:</i> Damien France, Manager, Student & Community Development Programs	Readings: Course Packet – Community Development Reminders: Journal 4 due Most Common Ground groups start this week
9 (3/30)	Communication <i>Topics:</i> Active Listening, Verbal & Non-verbal communications	Readings: Course Packet Week 10 Assignments: Journal 5 due
10 (4/6)	Confrontation & Mediation Skills <i>Topics:</i> Handling difficult situations & conversations <i>Guest Lecturer:</i>	Readings: Course Packet – Confrontation & Mediation
11 (4/13)	Rights & Responsibilities <i>Topics:</i> Student conduct system, Residence Hall Rules, Community Living Principles <i>Guest Lecturer:</i> Ray Nardella, Manager, Rights & Responsibilities	Readings: Course Packet – Rights & Responsibilities Reminders: Most Common Ground Groups End this week
12 (4/20)	Helping Students in Distress <i>Topics:</i> Symptoms & signs, Resources & Referrals <i>Guest Lecturers:</i> Leslie Krafft, Case Manager, North Campus	Assignments: Journal 6 due
13 (4/27)	Wellbeing & the RA Panel	Readings: Exploring Leadership – Pg. 506-517 Assignments: Assignment 2 due
14 (5/4)	Buffer Week In case of cancellations due to weather, the weekly calendar may be shifted and this week will be used.	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.